



Reflect on your experience observing classrooms.

What do you listen for to know that what's occurring is high quality?

How do you ensure you are collecting evidence of what you are seeing and hearing in classrooms?

Practice: Observing for Math Talk

Nevada Early Childhood Leadership Series

Session 2

Objectives

- Develop a high-level understanding of the math observation rubric
- Identify key look-fors of strong math language development in a classroom
- Observe an ECE math lesson and take low-inference notes on evidence of math talk using the math observation rubric

Agenda

Opening

Introduction: Math Rubric

Digging Into the Rubric: Math Language Development

Practice Observation Using the Rubric

Closing

Introduction to the Rubric

- The observation tool for math looks very similar to that for literacy, though it has 4 competencies instead of 3.
 - **Essential Content**
 - **Math Language Development**
 - **Owning the Learning**
 - **Integrated, Cohesive Learning**
- Each competency has indicators that you'll rate individually and then use them and the guiding question to help you arrive at your overall rating.

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Digging into the Rubric: Math Talk



Take **5 minutes** to:

- Highlight and annotate the Math Language Development Competency in a way that helps you.
- What do you notice is similar to the Language and Literacy tool?
- What questions do you have?
- What is helpful? What might be challenging to rate?

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The purpose of this practice for you to have an opportunity to practice observing for math talk so that you can more nimbly do so in your own center/school.

Practice Steps:

- o Watch [the video clip](#) and collect data focused on the **Math Language Development competency in the rubric** for teacher and child actions.
- o You'll reflect and respond in three ways – first independently, then in pairs, and lastly summarizing our analysis whole group.

How to Rate Overall Performance

1. Decide on your rating for each indicator.
2. Consider the ratings for all the indicators under a particular competency (i.e.. Math Language Development).
3. Using your evidence and indicator ratings, assign an overall rating to that competency: Ineffective, Approaching Developing, Developing, Proficient.
4. Write 2-3 evidence statements that support your overall rating.
5. Repeat for each relevant competency.

Take 2 minutes to look for trends in your notes.

1. How would you rate what we observed on the rubric? Does this teacher's instruction exemplify what we identified as critical for math talk?
2. What is emerging to you as a primary area of development? (*You don't have to fully commit to your area of development quite yet - more evidence is coming!*)

Take 3 minutes to reflect in pairs.

- Compare evidence you collected. Do your notes look similar?
- What was difficult about collecting evidence this way? Easy?
- Share your thinking about an area of development for this teacher.



Be prepared to share out your responses with the group.



Let's take a few minute to reflect on our practice

1) Reflection Questions:

1. What did you find came naturally to you during this observation?
2. What did you find challenging?
3. What do you need to do as a leader to be ready to conduct these observations?

2) Facilitator Feedback

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- When are **3** different times of day you expect to see math talk (give an example of what it might sound like!)?
- What are **2** next steps you will take as a leader to ensure you are making time for observing math talk in your center/school? (If you are an ELIS: What are **2** next steps you will take to ensure leaders make time for observing math talk in their weekly schedules?)
- What is **1** reason you would share with someone for why math talk is critical for children? (Imagine you have a teacher or parent who is not invested or seeing the rationale for why math talk is critical.)